

## Teacher's Questioning Strategies and Students' Responses in Classroom Interaction

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### Abstrak

Mempertanyakan sejauh ini merupakan bentuk komunikasi yang paling umum digunakan dalam pengajaran di kelas. Guru menggunakan strategi tanya jawab untuk meninjau, memeriksa pembelajaran, dan menantang siswa untuk berpikir secara kritis. Beberapa peneliti telah menghabiskan bertahun-tahun dalam penelitian mereka untuk mengkategorikan pertanyaan guru sesuai dengan tipenya. Bagaimanapun juga, penelitian ini menggunakan jenis pertanyaan berdasarkan kategorisasi oleh Blosser (1975) dan Cunningham (1987) sebagai model. Mengetahui pentingnya pertanyaan guru di dalam kelas, ini membuat banyak peneliti tertarik untuk mengambil penelitian yang lebih dalam untuk mengungkap rahasia pertanyaan guru. Namun, melihat dari banyak penelitian yang telah dilakukan, sangat sedikit dari mereka yang membahas tentang tanggapan yang diberikan siswa terhadap pertanyaan guru. Padahal tanggapan siswa juga merupakan aspek penting dalam membuat pertanyaan yang baik. Oleh karena itu, penelitian ini dilakukan untuk mengungkap rahasia pertanyaan guru dan tanggapan siswa. Selanjutnya, subjek penelitian ini adalah guru Bahasa Inggris dan siswa sekolah menengah atas. Penelitian ini menggunakan desain kualitatif dimana data diperoleh dengan mengobservasi dan mewawancarai subjek. Observasi dilakukan dalam dua kelas yang berbeda tetapi masih di tingkat yang sama. Hasil penelitian ini menunjukkan bahwa guru menggunakan semua jenis pertanyaan berdasarkan model Blosser (1975) dan Cunningham (1987) dalam proses belajar mengajar di dua kelas yang berbeda. Meski begitu, guru kebanyakan menggunakan *structuring question* dan *factual recall question*.

**Kata Kunci:** Strategi bertanya, Tanggapan siswa.

### Abstract

Questioning is by far the most common form of communication used in classroom teaching. Teachers use question and answer strategies to review, examine learning, and challenge students to think critically. Some researchers have already spent years in their research to categorize teacher questions according to their type. However, this study used the types of questions based on the categorization by Blosser (1975) and Cunningham (1987) as the model. Knowing the importance of teacher questions in classes, this makes many researchers interested in taking deeper research to uncover the secrets of teacher questions. However, seeing from the many studies that have been done, very few of them are discussing about the responses that students give to the teacher's questions. Even though student responses are also important aspect in making good question. Hence, this research was done to uncover the secrets of teacher's questions and student's responses. Furthermore, the subject of this research were the English teacher and the students of senior high school. This research applied qualitative design in which the datas were gained by observing and interviewing the subject. The observation had done in two different classes but still in the same grade. The results of this research showed that the teacher used all types of questions based on Blosser (1975) and Cunningham's (1987) model in the teaching learning process in two different classes. Even so, the teacher mostly used structuring question and factual recall question.

**Keywords:** Questioning strategies, Students' responses.

### INTRODUCTION

Questioning is by far the most common form of communication used in classroom teaching. A study (Levin & Long, 1981) shows that high school teachers provide about 300 to 400 questions each day. Moreover, question-and-answer activities constitute one sixth to one-tenth of the total activity of all-time classroom interactions. Teachers use question and answer strategies to review, examine learning, and challenge students to do critical thinking. Not surprisingly, the question has been labeled as "the most influential teaching act" (Taba, Levine, & Elzey, 1964).

There are many ways for a teacher to provide questions for students. Nonetheless, all strategies start from the same one initial step: planning (CITL, 2017). Until the teacher has enough experience in providing the right questions for students, they should note the main questions they should ask in the classroom. This is called "scripting". In addition, it would be even better if the teacher can create a list of questions in a logical order (specific to general, simple-level question to complicated-level question, etc). Another important thing in planning is to decide the purpose of the question. Teachers must know what goals they want to achieve before asking

questions. The goal should help the teacher in deciding what type of questions to use in the classroom. After that, the teachers may use any strategies in delivering the question to the student. However, there is no concrete strategy in asking questions. Typically, the teachers would vary the levels or types of questions based on their students. Teachers need to know what types of questions that can help students in learning target language appropriately and quickly.

Some researchers have already spent years in their research to categorize teacher questions according to their type. These researches give results as some schemata in education world. However, seeing from the many types of questions' schemata in educational world, this study prefers to use schemata made by P. E. Blosser (1975) and Cunningham (1987). The following are the types of questions on the Blosser and Cunningham model, they are: Factual recall questions, Probing questions, Conceptual questions (Convergent and Divergent), Structuring question and Evaluative questions.

Knowing the importance of teacher questions in language classes, this makes many researchers interested in taking deeper research to uncover the secrets of teacher questions. However, seeing from the many studies that have been done, very few of them are discussing about the responses that students give to the teacher's questions. This is because people only focus on bigger issues without noticing the supporting factor or the outcome of the issues. Student responses are also important aspect in making good question. Therefore, the researcher also wants to take a deeper research on the responses that students give to each type of question; whether the student can answer the questions well or not. Hopefully from the investigation, the researcher will be able to find what kind of questions often appear in the language class and what kind of student responses resulting from the questions given.

This study is conducted to find out the answers of the following research questions:

1. What types of questions do the teachers use in classroom?
2. What kinds of responses do the students give based on teacher questions?

## **METHODS**

This study was conducted by using naturalistic inquiry. It is kind of research that focuses on how people usually behave or experience in natural settings. Recall that naturalistic enquiry is non-interventionist and uses naturally occurring groups, rather than artificially designed or randomly selected groups representing some wider population. In language classroom research, generalisability cannot be a major goal because 'the first

concern must be to analyze the data as they are rather than to compare them to other data to see how similar they are' (Lier, 1988). Thus the goal in naturalistic enquiry is to understand what happens in the individual classroom. Moreover, as this study requires the interpretation of researcher to understand the teaching-learning process in the classroom, it used interpretivism paradigm in which qualitative design is suitable to use (Belbase, 2007).

To get the data, the researcher decided to involve two classes, with an English teacher and at least 25 students for each class. This study tends to not restricted to certain gender. Furthermore, for the student, it had taken the first student as the participant in order to not disturb the third year student for their upcoming national final examination. Moreover, this study had been conducted in a certain Senior High School in Mojokerto that already implements 2013 curriculum.

The data of the research were the utterance of students and teachers. Then the data were recorded and transcribed in the written form (transcription). Furthermore, the source of data was from the result of observing students and teachers' activities in the classroom. The researcher here used 3 instruments to gather the data, they were: field note, interview guide, and audio/video recording.

This study used direct observation and interview as data collection technique. According to Holmes (2013), direct observation is an observational study; it means that the researcher should gather the data through watching the subject in his or her usual environment without interfering that environment. Moreover, interviews are conversation in which interviewer gains information from another person (the subject or interviewee). In this study, interview had been accomplished in the last step after observation done. The interview was intended for both teachers and students. The researcher used interview guidelines to gain information, ideas, opinion and so forth. Furthermore, this study used thematic analysis to analyze the data.

## **RESULTS AND DISCUSSIONS**

### **The Classrooms Situations**

There were two classes of tenth graders in Senior High School being observed. There was rule in the Senior High School being observed that male students and female students could not learn in the same class. Moreover, the buildings also get separated. Male students learn in the south building while the female students learn in the north building

The first class being observed was X MIA 2, an all male class which consists of 27 students. The classroom itself located in south-area building, second floor, precisely at the right next to stairway. There was one

white board in the classroom with teacher's desk at the right of it. There were markers and erasers on the desk. The students there get college-like chair to sit. There were 3 rows of students table, each row consist of 2-3 students.

The second class being observed was X MIA 11, opposed with the first class it was all female class which consists of 27 students. The classroom itself located in north-area building, second floor. There was one white board in the classroom with teacher's desk at the left of it. There were markers and erasers in the small rack hang down below the white board. The students there also get college-like chair to sit but it seems the number of chair were less than the number of the students. Hence, some students tend to sit on the floor. It did not seem weird because the school itself adopted boarding school type (pesantren) where the students usually sit on the floor.

In short, there are many differences between two classes situation. First, the differences can be seen from the building that located in different area. Second, the facilities between two classes are also different. The major difference can be seen from the availability of the chair; when the first class has the exact amount of chair for the students, the second class seems lack of it. The last and the basic difference can be seen on the students themselves. The first classes were all male students while the second classes were all female students. But those differences have not affected the result of the study.

### Teacher's Activities

Since the observation had been done on the same day, the material and assignment were also the same for both classes. The teacher always checks the students' attendance and condition before starting the class. After that, the teacher would review last material and asked whether the students already understood or not. On the first meeting, after making sure that the students did not have any questions from the last material, the teacher then moved to the next material (1).

1	T	: So today we will have new material, apa materinya? We have learn about narrative text, dari narrative masih ada yang dibingungkan?	So today we will have new material, what is the material? We have learnt about narrative text, are you still confused with Narrative Text?
	S	: No. InsyaAllah.	
	T	: InsyaAllah no, ok. Sekarang kita akan ke materi baru yaitu procedure text.	InsyaAllah no, ok. Now we will go to new material which is Procedure Text.

Notes: T refers to the teacher; S refers to the students; and the number after S (S1, S2, S3, ...etc) refers to the students who takes turn in a dialogue.

Before the teacher explained about Procedure Text, she gave out several papers that contain a text to the students. The text itself was the example of procedure text. The teacher did not explain the material directly; instead she asked the students what they know about the material. And this strategy happened in both classes. Here Dialog 2 happened in the first class (all male class) while Dialog 3 happened in the second class (all female class).

2	T	: Ok, you have learned about Procedure text in SMP or MTS, ok, what is procedure text?
	S1	: Emmm.. text.. how to make.. tell how to make.. emm.. do something.
	S2	: How to make or how to used.

  

3	T	: As you get the text it is about how to remove ink from clothing. From this title, what kind of text is it?
	S1	: Procedure text.
	T	: Ok Tata what is Procedure Text?
	S2	: Procedure.. tutorial.. how to make something.. step by step?

On the first meeting, the teacher focused on giving assignment for Procedure Text. She thought that it would be best to teach the students through assignment, where the students could ask about the material while did the task. Because Reading Class itself is only 45 minutes in total, the teacher must use the time efficiently. Then, the students were asked to submit their assignment. But, the teacher said that they would discuss it on the next meeting.

On the second meeting, the teacher started the class by discussing the previous assignment. After discussing it and making sure the students did not have question, the teacher gave new material which are about synonym and reference. Here, the teacher used the previous procedure text to be analyzed. The students' task was to find the synonym and reference of the given words from the text (4).

4	T	: Ok ya jadi sekarang kalian diminta untuk mencari sinonim sama reference. Ok ya jadi what is the synonym word from word 'remove' berada pada baris kedua, 'act' in the forth line...	Ok, yes, so now you are asked to find synonyms and reference. Ok, so what is synonym word from word 'remove' which located in the second line, 'act' in the fourth line...
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Here the material and the task were the same for both classes. The students were asked to do pair work and search for the reference and synonym of certain words. After that, each pair can consult their task at the teacher's desk. The teacher would give further explanation for each pair's task. The teacher thought this method was effective because she may know each student's difficulties. In the end of the class, when all students already got their work checked, the teacher decided to discuss the task together. However, it only happened at the first class because the teacher already runs out of the time at the second class.

On the third meeting, the teacher gave new material which was about Explanation text. As usual, the teacher gave a handout to the students which contained several examples of Explanation text. After conditioning the class situation, the teacher began the teaching-learning process. The teacher began by asked whether the students know what kind of text 'How Chocolate is Made' was in their handout (5).

5	T	: Ok, so, please pay attention to the first text, ya? About 'How Chocolate is Made'. Ok, please guess what kind of text is it?
	S1	: Explanation.

Most of them could answer it correctly, and only several students assumed that the text were Procedure text. Perhaps they still cannot differentiate both texts. Moreover, when the teacher asked them to make a difference between Procedure and Explanation, the students only mentioned the characteristics of Procedure text (6).

6	T	: What is the difference between procedure text and explanation text
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S1	:	Kalau text procedure itu ada steps nya bu sama material.	Procedure text has steps and materials, Maam.
S2	:	Ada tittle.	There is tittle (in Procedure text).
S3	:	Ada urutannya, Bu.	There is sequence (in Procedure text), Maam.
T	:	Ok. Kalo Hasan?	Ok. How about Hasan?
S4	:	Ehh.. procedure procedure text itu a text to tell how to make or tell how to make or used something.	Ehh.. procedure text is a text to tell how to make or used something.

Based on the students' answer, it was clear that they just mentioned the characteristics of Procedure text when the question asked the students to mention the differences between Procedure and Explanation text. And because there was no one who can answer the question, the teacher explained about the differences between Procedure text and Explanation text. She also explained some similarities that make Procedure text sometimes can be confused as Explanation text. After the explanation, she moved to the next activity which was discussion session. In this activity, the teacher would point several students to read the text before giving question for them.

Furthermore, the activities above also happened in the other class. Again, it was because both of the classes share the same material and the meeting happened on the same day. Hence, naturally the teacher would use the same material and activity for both classes.

On the fourth meeting, there was interview session with the researcher. Several students and the teacher were taken for this session; hence about 20 minutes of time were reduced from the teaching-learning activities for both classes. Furthermore, the remaining times were used for brief discussion. They discussed the remaining texts in their handout which was; 'Human Digestive System' and 'Tornado'. Because the students already read both of the texts, the teacher can directly begin to asked several questions (7).

7	T	: OK, question number 1, what is the main idea of paragraph 3? 'Main idea' itu berarti menanyakan apa?	OK, question number 1, what is the main idea of paragraph 3? 'Main idea' means asking about what?
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S1	:	Ide pokok.	
T	:	Ide pokok atau paragraf itu membahas tentang apa, gitu ya. OK, sekarang paragraf 3, coba what is the main idea of paragraph 3?	Ide pokok or the paragraph is talking about what, right. OK, now (move to) the 3rd paragraph, let's try, what is the main idea of paragraph 3.
S2	:	From the mouth, food passes through the esophagus (the food passage) into the stomach.	

Furthermore, the teacher also reviewed the last material about synonym. It seems that most students in both classes had difficulties in that aspect. She gave some tips to the students. She told them the easiest ways to find the synonym of certain words was when they pay close attention into the sentence's context in which the words were contained. After briefly explaining it, the teacher gave some examples for the students. Then, after making sure that the students already understood, she closed the teaching-learning activity.

### Structuring Question and Lower-order Thinking Responses

During teaching-learning process, the researcher had found that teacher often used this type of question in the classroom. In addition, structuring question is the type of question that can be answered only in a specific way (Blosser, 1975), such as yes, no, or don't know; sure, and so on. Usually teacher used this question to check the students' understanding; whether they already understand the material being taught or not (8 & 9).

8	T	:	Ok ya, bisa bedakan tittle sama goal?	Ok, can you differentiate between tittle and goal?
	S1	:	Bisa bisa.	We can.
9	T	:	Setelah itu Steps nya ya. Material bisa dipahami?	After that is the Steps, yes. Do you already understand with material?
	S	:	Bisa.	Yes, we do.

The students' response was usually good because they just answered it with simple (S) responses

or lower-order thinking student's responses; means that the students did not need to use their reasoning while they answered their teachers' questions. Furthermore, the students gave response almost immediately after the question being asked; it means there was no problem in understanding such type of question.

### Factual Recall Questions and Lower-order Thinking Responses

The second type of question which was also often used in the classrooms being observed was factual recall questions. Those types of questions can be considered as the lowest cognitive level, because those questions only require the students to recall specific information in the book (Cunningham, 1987). Usually students might be asked to name, identify, remember, specify, or list something. The dialogue below is classified based on the question function. The symbol (N) shows that the question is one of the factual recall questions which ask the students to name something, the symbol (I) is the question used to ask the students to identify something, the symbol (R) is the question used to ask the students to remember something, the symbol (S) is the question used to ask the students to specify something, and the symbol (L) is the question used to ask the students to list something. However, not all factual recall questions' functions were presented in this study as the teacher being observed only used several of it.

(I)	T	:	As you get the text, it is about how to remove ink from clothing. From this title, <b>what kind of text is it?</b>
	S1	:	Procedure text.

Pay attention to the bold text. In the above example, the teacher asked the students to identify the text. The students was only had a brief time to do skimming and then took a guess of what kind of text in the handout were. Because the factual recall question itself only requires a simple response, the students are forced to answer in the short time.

Below is the example of factual recall question whose function is to ask the students to list several things (even not in the chronological order).

(L/S)	T	:	Jadi Procedure Text itu ya, apa tadi? A text which inform the readers about how to do something. It can be to inform or to explain.	So, what is Procedure Text?
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	something.	And, and what
	Bisa inform	else in
	bisa explain	Procedure Text?
	sama saja.	
	Dan, dan	
	procedure	
	text ada apa	
	saja?	
S1	: Structure.	
S2	: Steps.	

Actually, the example above can cover two function of factual recall question; to specify or list something. Both of the function requires the students to give some details or characteristics of certain thing. From the above examples, the teacher indirectly asked the students to state the generic structure of Procedure Text. There were no problems either for this function as the students can understand the question and answer it correctly.

Below is the example of factual recall question whose function is to ask the students to review certain topic.

(R)	T	: Sekarang	Now we will
		review. Ada apa	review it. What's
		saja di dalam	in Procedure
		Procedure	Text?
		Text?	
S	:	Material, step,	
		tittle, goal.	

The teacher usually used this question to draw the students' memory of certain information. The answer itself was already provided in the book or handout; hence the student's task was only to remember them. Moreover, the responses were usually agreeable and came immediately. As the example above, it seems that the question asked the students to list the generic structure for Procedure Text. But at the previous sentence, the teacher clearly said the word 'review', which means that she asked the students to remember the generic structure of Procedure Text.

Hence, factual recall becomes the second most used question in the classroom because of the answer's simplicity. It was rare for the students to give a long response/answer for factual recall question. Usually the answers were only one sentence long.

### Probing Questions and Higher-order Thinking Responses

Probing questions are types of questions which asked the students to go beyond the first response (Blosser, 1975). Probing is asking follow-up questions when the teacher does not fully understand students' responses, when their responses are still vague or ambiguous.

Most probing question was used to clarify the first answer. Sometimes it also can be used for redirecting the question to other students when the previous students cannot answer the question.

Higher-order Thinking Responses were used to answer probing question. In order to be able to answer the question, students need to analyze it first. Hence, the answer usually did not come immediately and longer than simple response. Usually the answer itself was about 1 to 3 sentences long.

The teacher used probing question to draw more answer from the students. The teacher knew that the answer is incomplete, hence she used probing question to make the students elaborate his answer (10). Below were the examples of probing question taking from both classes being observed (the bold sentence here were the probing question).

10	T	: Jadi misalnya	So for example I
		saya mau, I	want, I want to
		want to	demonstrate yes,
		demonstrate ya,	I want to show
		I want to show	eeeh the viewers
		eee The viewers	how to cook
		how to cook	omelette, so
		omelette berarti	what is my
		tujuannya saya	purpose? What
		apa? Mau	do I want to do?
		ngapain?	
	S1	: To make..	
	S2	: To tell how to	
		make omelette.	
	T	: <b>To tell siapa?</b>	<b>To tell whom?</b>
	S2	: To tell the	
		readers.	

Other example presented below were probing question that used to draw different answer from the students (11).

11	T	: Procedure text	
		is a text which	
		inform the	
		reader how to..?	
	S2	: How to make	
		something.	
	T	: Apakah hanya	Is it only about
		how to make	how to make
		something?	something?
	S2	: How to do..	
		eeh..	
	S1	: How to operate.	

Moreover, probing question also could be used to raise students' critical awareness, because it could draw their reason of why they choose certain answers. It



was very useful because it would prevent the students for choosing answer based on feeling than logic. The example below was when the teacher asks the reason behind students' chosen answer (12). It was to make sure that the students really understand the text or not.

12	T	:	Irfan text apa ini?	Irfan what kind of text is it?
	S2	:	Explanation.	
	T	:	<b>Ok, why do you call it as explanation text?</b>	
	S2	:	Because it explain.. emm.. describe.. about something.	

Another important function of probing question was: it can redirect the question to other students. Sometimes the teacher might not get the desired answer from the first students. Instead of asking for more answers from the first students, the teacher could ask the other students to answer it (13).

13	T	:	Ok then what is Explanation text then?	
	S2	:	Emm.. yang menjelaskan.. a suatu text.. ya text.. it is the sama seperti same as Procedure tapi Procedure but lebih kompleks. more complex. Lebih luas. Broader.	
	T	:	Ada yang mau menambahkan?	<b>Is there anyone who want to add (the answer)?</b>
	S1	:	Biasanya kalau Procedure itu ada langkah-langkah. Ada stepsnya.	Procedure usually has steps in it. There are steps.
	S3	:	Itu kalau Procedure itu membuat. Kalau Explanation itu menjelaskan kejadian.	Procedure is about making something while Explanation is explaining event.

Probing question can be considered as difficult-type question. It happens because this question requires high-order thinking response from the students. Higher-order thinking involves critical thinking and problem solving skills. The responses were reflected by one of higher

three levels in Bloom's Taxonomy (1956) which was analysis. Naturally, the students would face some difficulties in answering this kind of question because some answer was not provided in the book.

### Conceptual Questions and Higher-order Thinking Responses

There two types of questions included in conceptual question; they are convergent and divergent. Convergent questions are those sorts of questions that regularly have one right answer (Cunningham, 1987). Convergent question expects students to answer based on what was stated in the book. It implies that the possible or correct answers are only given in the book materials.

The difference between convergent question and factual recall question lies in the complexity of the question as well as the answer. Convergent question has more complex question and requires longer answer than factual recall. This kind of question also gave the students opportunity to elaborate their answer. It means that they can add their reason or opinion in their answer as long as it did not stray further away from what written in the book. However, based on the observation, the students were mostly giving the same answer with what written in the handout. They never elaborate their answer by their own words (14).

14	T	:	<b>What is tornado?</b>
	S1	:	A tornado is a very powerful column of winds which spirals around a center of low atmospheric pressure.

The second type of conceptual question is divergent question. Divergent questions are kind of open-ended questions that used to encourage many answers from the students (Cunningham, 1987). Divergent questions motivating the student to think critically and encouraging students to deeply observe the question. The answers for divergent questions are usually less predictable or not expected by the teacher. Different with factual recall question, students' responses for divergent question will be wider because they are not provided in the book. Pay attention to the dialogue below:

15	T	:	Nomor 2, why is <b>why is a tornado sometimes called twister atau cyclone?</b>
	S2	:	Because..

	emm.. in spanish..
T	: Hm?
S2	: Emm.. it developed from the word "tornear" which means "to turn or twist".

Unlike convergent question, the answer of the divergent question was not always provided in the book; hence the students must create their own answer. To do this, the students must read the text or the book to draw any conclusion that would lead to the correct answer. In the dialogue above (15) students were asked to analyze certain paragraph in order to be able to answer the question.

Overall, conceptual question was kind of question that had 50:50 chance in drawing satisfactory answer/response. It was either because of the complexity of the question or the answer. Or perhaps, it was because both of them that bring difficulties for the students.

Quoted from the interview taken, half of the students find this type of question was rather difficult. However, half of them did not find difficulties at all. It happens because they found it more comfortable to express their answer using their own words rather than stuck to what was in the book. And not all the students had good memory; hence it would make them difficult to remember all the things in the text or the book.

#### Evaluative Questions and Higher-order Thinking Responses

This type of question is the most complex form and can be considered as a blend of all other types of questions. Evaluative questions usually used high levels of cognitive judgment. This question requires the students to evaluate, inference (conclude), and compare the possible answer to be able to answer the question correctly (Cunningham, 1987). Pay attention to the dialogue below taking from X MIA 2:

16	T	: What is the difference between procedure text and explanation text?
	S1	: Kalau text Procedure text procedure itu has steps and

		ada steps nya bu sama material. Maam.
S2	: Ada tittle.	There is tittle (in Procedure text).
S3	: Ada urutannya, Bu.	There is sequence (in Procedure text), Maam.
T	: Ok. Kalo Hasan?	Ok. How about Hasan?
S4	: Ehh.. procedure text itu a text to tell how to make or used something.	Ehh.. procedure text is a text to tell how to make or used something.

The teacher seems did not agree with the students' answer because they just mention the characteristics of Procedure text (16) when the question asked the students to mention the differences between Procedure and Explanation text. Because of that reason, the teacher must give the correct answer by herself. She then mentioned about the differences between Procedure text and Explanation text. She also gave some similarities that make Procedure text sometimes could be assumed as Explanation text.

Unfortunately, those activities happened again in the next class. When the teacher asked the same question about the differences between Procedure text and Explanation text, again, the students just mentioned the features/characteristics of Procedure text (17).

17	T	: Terus bedanya apa sama Procedure text?	Then, what make it different with Procedure text?
	S1	: Kalau Procedure text ada stepnya.	Procedure text has steps in it.
	S2	: Kalau Procedure buatan sendiri.	Procedure is (something) made by ours
	T	: Kalau Procedure buatan manusia? kalau Explanation..	Procedure is (something) human-made? Then Explanation is..
	S2	: Buatan Allah.	God-made.
	S3	: Teksnya menjelaskan.	

It appears that evaluative question was not very successful in drawing proper response from both classes. It was also reinforced by the fact that evaluative questions were very rarely used in the class. During 8 times of observations, this type of question was only asked about twice. Furthermore, it did not get the answer/response that the teacher wants. The reason



behind it was either because students could not decipher the question or could not think critically. Because conceptual and evaluative question originally forces students to think critically, those kinds of questions perhaps did not suitable for tenth grader (first grade of Senior High School) students.

Even though the teacher said that she did not prefer one type of question over another, she admitted that simple question (which requires simple response) was more suitable for both classes. However, the teacher sometimes gave high-level question to the advance class (X MIA 2) because they tend to give more logic response/answer than the other classes.

## CONCLUSIONS AND SUGGESTIONS

This part elaborates some conclusions. According to analysis, research, explanation and elaborative statements from the data on the previous chapter in this study, it can be concluded:

1. The teacher used all of five types of questions (Factual recall questions, Probing questions, Conceptual questions, Structuring question and Evaluative questions) in the teaching learning process in two different classes. Even so, the teacher mostly used structuring question and factual recall question.
2. Most responses drawn from students were:

- **Structuring Question and Lower-order Thinking Responses**

The student's response was usually good because they just answered it with simple (S) responses; means that the students did not need to use their reasoning while they answered their teachers' questions. Furthermore, the student gave response almost immediately after the question being asked; it means there was no problem in understanding such type of question.

- **Factual Recall Questions and Lower-order Thinking Responses**

It was rare for the students to give a long response/answer for factual recall question. Usually the answer was only one sentence long. The answer itself was already provided in the book or handout; hence the student's task was only to remember them. Moreover, the responses were usually agreeable and came immediately.

- **Probing Questions and Higher-order Thinking Responses**

Higher-order Thinking Responses were used to answer probing question. In order to be able to answer the question, student needs to analyze it first. Hence, the answer usually did not come immediately. It was also longer than simple response. Usually the answer itself was about 1 to 3 sentences long. However, most students from both classes being observed rarely understood the content of teacher's question, and it affected their answer. This problem made their answer/response did not pass the teacher expectation.

- **Conceptual Questions and Higher-order Thinking Responses**

Overall, conceptual question was kind of question that had 50:50 chance in drawing satisfactory answer/response. Quoted from the interview taken, half of the students find this type of question was rather difficult to be answered. It clearly happened through the observation; the students gave more enthusiastic and correct responses for simple question than complicated question. Hence, this kind of question draws less positive response from the students.

- **Evaluative Questions and Higher-order Thinking Responses**

From the research findings, it appears that evaluative question was not very successful in drawing proper response from both classes. During 8 times of observations, this type of question was only asked about twice. Furthermore, it did not get the answer/response that the teacher wants. The reason behind it was either because students could not decipher the question or could not think critically.

This part consist of some suggestions for English teachers, students, and researchers who deal with teachers' questions/questioning strategies. First, for the English teachers, they need to know what types of questions that can help the learners in learning target language appropriately and quickly. It is suggested for them to know well about the class characteristic, because each student has their own level of ability and comprehension, and it is important for the teacher to be able to analyze the student's level of ability. For difficult questions' types that rarely used in classroom, the teachers should be aware of how to give the questions.

The teacher should make sure that the way they give the questions is clear and easy enough for the students to understand. Hence, they can draw more positive and appropriate response from the students.

Second, for the student, it is suggested for them to learn more about vocabularies. According to the interview, most students could not answer the teacher's question because they do not understand it. It is also suggested for them to increase their critical thinking in order to be able to answer complex/difficult question such as conceptual and evaluative question. Even so, they should have self-confidence in their English ability. They should not be afraid in answering teacher's question because it is okay to be wrong than not even try to do it.

Third, for the researchers who want to conduct the similar research, it is suggested to pay close attention to the differences between male teacher and female teacher in delivering question. It is also important to know what kind of response can be drawn from different teachers in the same class. In addition, it is needed to conduct further investigation about each question (Factual recall questions, Probing questions, Conceptual questions, Structuring question and Evaluative questions), because deeper research will give greater contribution for further education.

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